

## **Multicultural Competence Work Group Report**

**Work Group Members: Katherine Betts, Brad Brunick, Rebecca Chackalackal, Michelle Cohenour, David Grady, Sarah Hansen (Chair), Mark Harris, Linda Kroon, Cathy Robinson**

### *Charge:*

Multicultural competence is one of three strategic priorities within the Division of Student Services. The strategic priorities (leadership development, multicultural competence, and health/safety) share two common elements: 1) they are aligned with the services and programs of most or all the Division's departments, and 2) they are areas in which the Division is positioned to make a significant contribution to student learning, growth, and development.

Multicultural competence is a reflective process. Determining how the Division can continue to contribute to the multicultural competence of our students is enhanced by an inward focus on our own multicultural competence. In order to make a significant outward contribution, we need to have an effective framework for ongoing staff development in this area.

The Multicultural Competence Work Group was charged with conducting a careful and honest audit of the Division with regard to our status as a 'multiculturally competent organization'.

### *Deliverables:*

The Work Group was charged with delivering:

1. Completed Multicultural Organizational Development Checklist (MOD) and related recommendations on Division strengths/areas for growth
2. Framework of learning outcomes and assessment plan for Multicultural Competence Training in the Division

### *Work Group Process and Principles:*

The Multicultural Competence Work Group met five times between September and November. We used two subcommittees to complete our tasks. One subcommittee (Sarah Hansen, Brad Brunick, Linda Kroon, and Katherine Betts) worked on developing a set of overarching learning outcomes that can be used to anchor staff development efforts within the Division. The second work group (Rebecca Chackalackal, Michelle Cohenour, Cathy Robinson, David Grady, Mark Harris) revised the Multicultural Organization Development (MOD) Audit Checklist to fit our needs. We also developed a structured interview protocol to complement the Audit Checklist (Interview protocol, Appendix B).

The group discussed principles to guide our work together. A theme throughout our discussions is that developing multicultural competence is a lifelong process, and people (including those of us in the Work Group) start at different places and move through the process on different timelines.

Given this, any framework we recommend will need to be flexible in order to accommodate and encourage growth for individuals at different points in their development. For this reason, we returned frequently to the idea of a menu of opportunities anchored with a few core experiences that introduce employees to multicultural competence as a Division priority. With regard to our work together, we agreed to focus on forward motion, making decisions with those present at meetings and being accountable to timelines and deadlines.

We used several publications to inform our group process, including Ingrid Greiger's article "A Multicultural Organizational Development Checklist for Student Affairs", *American Association of State Colleges and Universities & National Association of State Universities and Land-Grant Colleges* publication "Now is the Time", and Multicultural Competence in Student Affairs by Pope, Reynolds, and Mueller.

Our definition of multiculturalism was broad and inclusive, adapted from "Now is the Time":

*Diversity/multiculturalism can be broadly defined to include all aspects of human difference, including but not limited to, race, gender, gender identity, age, sexual orientation, religion or spirituality, disability and ability, language, nationality, language, social-economic status and status as a veteran. (Adapted from Now is the time. (2005). Washington D.C.: American Association of State Colleges and Universities & National Association of State Universities and Land-Grant Colleges.)*

#### *Audit Process:*

Vice President Rocklin sent an introductory email to Directors about a week prior to our distribution of the Multicultural Organizational Development (MOD) Audit Checklists. The Work Group felt a foundational message was important as an endorsement of our work. In addition, we asked that that message convey a sense that Directors could best choose how to complete the Checklist based on their particular department's configuration, personnel, and needs.

Directors were sent the MOD Checklist via email and asked to complete it prior to a structured interview with two members of the Work Group. Work Group members did not conduct interviews with their own departments. The interviews took between 30 minutes and one hour and included a discussion of the checklist, how it was completed (individually by the director or, more commonly, using a collaborative approach), department strengths (including "gems" that the department might contribute to Division-wide training), areas for growth, a physical audit of the department, and any other items of note. Each Work Group pair shared their typed notes with the Director in order to correct any errors of fact. Directors were told that their checklists and our interview notes would be shared with the Vice President as a part of our report. When possible, we used additional data sources to corroborate the information on the checklists. For example, we took a tour of the facility to look at brochures, pamphlets and written materials with regard to their inclusiveness. Websites were briefly reviewed prior to the writing of this report to look at inclusiveness of visual images, language, and so on. In some cases, departments shared additional data or materials with us, such as user satisfaction data.

We provided a definition of multiculturalism/diversity with the checklist but did not provide a broad glossary of all the terms included in the audit. For that reason, the interviews sometimes provided additional clarification on how the particular department approached the checklist. The checklist included the categories “met”, “unmet”, “in progress” and N/A. In keeping with our overall tenet of multicultural competence as a continuum rather than a dichotomous status, we allowed departments to choose more than one answer to indicate their current status – for example, they could say that an item was “unmet” but also indicate “in progress” to show that it was something on which they were focusing time and attention. In practice, the N/A choice was used to convey that an item did not apply to a specific area (e.g., the food service operation in the IMU chose this option regarding whether their professionals do scholarly work in multicultural competence), it was also used by respondents to indicate when they didn’t feel they had enough information to answer an item, most commonly on those items that asked them to assess the multicultural competence of Division (vs. their own departmental) employees.

**A note about the data:** We allowed Directors to determine the best approach for completing the Checklist in a way that they felt would represent their departmental status. For the most part, Directors submitted one checklist – in some cases, they compiled input from multiple sources into one checklist. Because the University Life Centers operation is so varied and diverse, Dr. Grady chose to ask his direct reports to each submit a separate checklist. After consultation with him, we chose to account for the separate checklists as unique documents, because they varied so widely in their responses. Our consensus was that attempting to consolidate them into one document would lose nuances across departments that account for important information in our audit. Therefore, our conclusions are based on all checklists (n=13) submitted. For ease, we do use the language “departments” throughout our report.

*Additional Data Sources:*

After the completion of the interviews, the Work Group Chair sent an email to Directors asking if there was additional data they already collect on student perceptions about their services, with regard to a welcoming, inclusive atmosphere. Student Disability Services responded that they will be adding the following question to their spring survey: “The SDS staff members are respectful of issues related to diversity” with a Likert response scale. The IMU shared data from their survey indicating that students generally rate the IMU as a “safe” and “welcoming” place.

Housing shared Educational Benchmarking Data on questions such as these:

Factor 1. Satisfaction with Hall Staff:

promoting tolerance of others: 6.15/7.0 mean rating; 5-year mean: 6.04

appreciating ethnic diversity: 6.34/7.0 mean rating; 5-year mean: 6.23

Most other departments that responded noted they did not specifically collect such data.

The group discussed whether we should attempt to gather information from the broad student population to determine the extent to which they view our departments as multiculturally competent organizations, and while we saw value in such an effort, we determined it was outside the scope of our current charge. Considering methods for collecting data on student perceptions of our organizations as multiculturally competent, welcoming, and inclusive is included in our recommendations in the assessment portion of the report.

### ***Strengths of the Division***

Directors uniformly noted that the process of completing the audit was positive and that they welcomed this focus at the Division-level.

Strengths of the Division were determined through the Audit Checklists, supporting materials, and structured interviews. In looking at the Division as a whole, and the environment created by the sum of parts, we focused on areas where the vast majority of departments (more than 75%) are in the “Met” category. There are other areas of the checklist that more than half of our departments consider “Met” or are working toward. Of course, in any case or category, there may be outliers or obvious needs for course correction, but we make note of this in the areas for growth section of the report.

Item	Met (% of submitted checklists with this selected)	Unmet (% of submitted checklists with this selected)	In progress (% of submitted checklists with this selected)	NA or unknown (% of submitted checklists with this selected)
Your department is responsive to the needs of a diverse student population.	100%	--	15%	--
All publications from your department, including the student handbook, office brochures, flyers, web pages, resource guides, and announcements, are multiculturally sensitive in use of language, photographs, and illustrations.	92%	--	15%	--
Your department reflects on practices and policies to assure that they are inclusive of all.	92%	8%	15%	--
Your department reflects on programs and services to assure that they are inclusive of all.	85%	15%	15%	--
Women, persons of color, and members of underrepresented populations are in positions of leadership within your departments.	77%	--	39%	--
My department contributes to a warm, supportive, mutually respectful, and inclusive environment for all students.	77%	--	39%	--
All offices and spaces used by professionals in your department are physically accessible.	77%	23%	8%	--
Artwork, posters, and other visual displays in your department reflect an appreciation for diversity.	77%	15%	23%	--
Multicultural competencies (i.e., attitudes, knowledge, skills) are a hiring criterion for student services professionals within your department.	77%	15%	8%	--
Professionals collaborate with faculty and others to advocate for a positive campus climate.	77%	8%	15%	--

Items of note that are echoed in interviews and the physical tours include:

**Physical Environments:** The physical environments of our departments are generally welcoming and provide a number of visual cues to diverse populations. Artwork, brochures, flyers about diverse activities, and welcome signage are most often inclusive and affirming. For example, in the waiting room of the Student Health Service, a sign with the word “Welcome” in over 50 different languages is prominently displayed. The University Counseling Service staff used a collaborative process several years ago to select a broad, appealing variety of art work for display throughout their reception and shared areas representing artists of diverse backgrounds, experiences, and perspectives. The Women’s Center has displays of art by previous WRAC volunteers/participants, as well as a bulletin board that is open for use by community businesses to advertise services, including women-centered and gay/lesbian/bisexual/transgendered-welcoming services. Art work in the IMU at the time of our audit included a display about international student views of the U.S. The Hubbard Commons space in the IMU is named for Phillip G. Hubbard, the first tenured African-American professor at the University of Iowa. The space is open and welcoming, although marked by only a small plaque noting Hubbard’s significance.

**Publications:** Most departments mentioned making a concerted effort to include diverse images in publications. Several departments also have forms and brochures easily accessible in other languages. A number of departments have revised forms to be gender neutral or to include ‘transgender’ as an option. Our environmental scans noted that most publications were inclusive and included images of individuals from different racial/ethnic backgrounds, although few images of individuals with visible disabilities.

**Diverse workforces:** Seventy-nine percent of completed checklists indicated that women, persons of color, or other underrepresented populations are in leadership in Division departments. Comments on the checklists, however, noted that in most cases this referred to women, and/or gay/lesbian/bisexual individuals, rather than persons of color, individuals with disabilities, or other aspects of difference. Many position descriptions at the University include [diversity and inclusion statements](#), so responses to “multicultural competencies are a hiring criterion for student services professionals within your department” were generally yes.

**Reflection on inclusive programs and practices:** The vast majority of departments noted that they reflect on policies, practices, programs, and services to assure inclusivity. In some cases, directors noted that they respond to problems when they arise. A few departments (e.g., UCS, WRAC, SDS) consider ongoing reflection on such issues as a standard of practice and a way of doing their work, while others noted they try to be proactive and also respond as needed. Those departments that address inclusiveness most proactively generally have a more systematic approach to training and evaluation of staff, which may carry over to using such a lens to look at policies, programs, and practices. For instance, UCS has a multicultural seminar for interns, and includes an appraisal of multicultural competencies on performance appraisals for both interns and staff members.

In addition, our goal was to look for strategies to bring positive efforts to the center. There are “gems” throughout the Division that can contribute to an overarching framework for multicultural competence development for staff members. Some notes in this regard:

### **Departmental Gems**

#### **Women’s Resource and Action Center**

- Practicum students, interns and graduate assistants are viewed primarily as learners—involved in weekly staff meetings and this audit
- Recruitment of practicum students, interns, and graduate assistants who have background in multicultural courses
- Monthly staff development focused on diversity, anti-violence and leadership

#### **Student Health Service**

- Created video “World in Balance: Campus Health Care Orientation for International Students”
- Focused work on meeting needs of transgendered students
- Cross-section of staff completing the OISS global certificate program
- Yearly multicultural diversity speaker for staff development
- CDC immunization information available in multiple languages

#### **University Counseling Service**

- Diversity seminar for interns
- Multicultural competencies assessed for interns and staff
- Ongoing training for staff
- Artwork collection reflective of diverse perspectives

Others are noted throughout the narrative or in the chart on the following page.

**Potential contributions to Division-Level Education Framework**

Department	Content Areas	Particular offerings/interventions that could form a menu of training opportunities, linked with specific learning outcomes and assessment of those outcomes
Women's Resource and Action Center	Diversity, anti-violence, leadership	Diversity Dialogue model may be modified for wider use at Division-level
Student Health Service	International student health, Transgender student health, Women's health, Men's health, Sexual health	World in Balance video
Student Disability Services	Disability Awareness/Disability 101, Universal design, Education on visible and invisible disabilities	
Housing	Several staff members have multicultural training	Boxes and Walls Saturdays in Service
IMU	Marketing services to a diverse population/inclusive marketing strategies, supervising students from diverse backgrounds Multicultural Calendar hosted through OSL: <a href="http://imu.uiowa.edu/multi-cultural-calendar/">http://imu.uiowa.edu/multi-cultural-calendar/</a> )	Bijou Theatre offerings Lunch with the Chefs Cultural Center offerings
Recreational Services	Partner in Cultural Diversity Day	Cultural Diversity Day Ropes/Challenge Course
University Counseling Service	Many staff members have broad expertise in multiculturalism	Diversity seminar for interns Ongoing staff development framework Multicultural skills appraisal for staff and interns
Student Judicial Services	Proactively assessing for systemic, policy or process barriers	



## Division Areas for Growth

Our purpose in completing the Audit process was to take an honest look at our current status as a multiculturally competent organization. In general, our areas of growth fall across several broad themes, several of which are apparent in the checklist responses, while others were clarified during structured interviews:

- 1) Training and Staff Development
- 2) Division-affiliation
- 3) Barriers
- 4) Assessment

The following are areas of the Audit checklist that **fewer than half** of Division departments noted as “met”.

Theme	Item	Met	Unmet	In progress	NA or unknown
Training and Staff Development, Barriers	Student services professionals within your department take responsibility for continuously developing and enhancing their multicultural competencies by remaining current on the professional literature and by availing themselves of training opportunities.	46%	39%	15%	8%
Training and Staff Development, Barriers	Your department provides systematic ongoing training regarding the development of multicultural competencies (i.e., attitudes, knowledge, and skills).	39%	39%	39%	--
Training and Staff Development	Internship or practicum evaluations within your department include an appraisal of multicultural competency.	39%	31%	23%	15%
Training and Staff Development, Assessment	Professionals designated to provide multicultural competency training within your department are fully competent to do so.	39%	23%	31%	8%
Assessment	The effectiveness of multicultural programs, strategies, and interventions from your department is systematically evaluated.	39%	39%	39%	--
Assessment	Individual and systemic barriers to creating a multicultural organization within your department are assessed.	31%	46%	46%	--
Training and Staff Development	Internships and practica offered within your department specifically include training in multicultural competencies.	31%	39%	23%	15%

Theme	Item	Met	Unmet	In progress	NA or unknown
Training and Staff Development	Interns and practicum students within your department are specifically trained in multicultural aspects of ethical professional practice.	31%	39%	15%	23%
Training and Staff Development, Assessment	Review of multicultural competency training and education literature regarding effective training models informs multicultural competency training within your department.	31%	39%	46%	8%
Assessment	Systemic evaluations of your department include a multicultural component.	31%	54%	31%	--
Division affiliation, Training and Staff Development, Assessment	Student services professionals in the Division of Student Services are knowledgeable about the specific multicultural competencies (if any) that have been delineated for their particular discipline.	15%	23%	39%	23%
Division affiliation, Training and Staff Development, Assessment	Support staff in the Division of Student Services, including office managers, clerical staff, graduate assistants, and student workers, are systematically trained in multicultural awareness.	15%	39%	23%	23%
Assessment	Departmental goals within the Division of Student Services are examined and evaluated annually with regard to multiculturalism.	15%	31%	15%	15%

**Training and Staff Development:** Some departments have a framework, generally supported by standards of their profession (e.g., counseling competencies) or accreditation requirements (e.g., Student Health) that provides regular training and staff development on multicultural competencies. The Women’s Center also uses their staff meeting time for such training. In general, training across the Division is not tied to learning outcomes and not anchored in particular developmental goals, nor is it regularly assessed for effectiveness. Regular, interconnected, effective staff development opportunities are needed in order to assure that our staff members are able to develop, and continue to cultivate multicultural competencies.

Training of interns and graduate assistants within this area is an additional need. The Audit Checklist used the terminology “interns and practicum students,” although our Work Group also discussed the role of graduate assistants within departments. In general, interns and practicum students were not specifically trained on multicultural competence at the department level. Some areas (UCS, WRAC) include interns in staff development, while others (Housing) noted that many graduate assistants they hire have academic coursework in multicultural competence.

As the Division looks to increase graduate assistantships (and we would include attention to interns/practicum students here), we should pay attention to their training and supervision in this area.

**Division-affiliation:** Directors and staff members who completed the checklists were generally markedly less confident in the multicultural competency of those outside their department. A number of individuals either answered that they couldn't judge, didn't know, or had no information regarding the Division-level questions. Structured interviews elicited feedback that a number of Directors would welcome a more centralized approach to Division communication and staff development and more opportunities for their staff members to interact across departmental lines. In particular, with multicultural competence, the Work Group discussed the importance of providing some opportunities for Division-level networking, connection, and affiliation. In order to build an organization that views itself as a sum of parts that make a greater whole, our staff members need to be able to interact more frequently. This cross-departmental interaction echoes the core of multicultural competence – connecting across difference. While some staff members in the Division have multiple committee commitments that allow them connections with others, many others do not.

**Barriers (Physical):** Structured interview notes indicate that many facilities across the Division lack gender neutral bathrooms, Braille signage, and wheelchair accessibility. Student Services Division staff members do very well within these constraints and have come up with various and creative approaches to managing the limitations. Of particular note with regard to physical facilities, the physical location of Student Disability Services (SDS) is compounded by definite way-finding problems. While the newly redesigned space in the basement of Burge Hall is a big improvement over their previous space, it is not easily accessible by those with mobility limitations without some significant detours. In addition, signage and way-finding aids are absent. There is no obvious signage that SDS is located within Burge when you enter the lobby. After concluding our interview, we asked the staff person at the Burge Desk where SDS was located and she gave us accurate directions. She was also able to give us accessibility information for those in wheelchairs. She noted, however, that she does not usually work the desk but that student employees are also provided this information. In our judgment, it would be quite difficult to find the office for the first time without having to ask, and perhaps ask multiple places along the route. Certainly signage should be more readily accessible.

**Barriers (Time/Money):** Directors noted that time and money for professional staff development are sometimes limitations. There are several excellent national training/conference opportunities around multicultural issues, but they can be costly. Time and timing can also be constraints – not all operations within the Division are daytime only – operating multiple shifts means that any training opportunity must be provided in a flexible enough format to allow those who work evenings (or overnight, in some cases) to partake.

**Assessment:** Few departments have methods in place to determine if multicultural competency training is effective, or if their staff members have adequate multicultural competencies for their positions.

Of note, University Housing’s 360 degree feedback system includes questions about multicultural competency, and University Counseling Service also includes appraisal for both staff and interns.

Systemic barriers are not proactively assessed in any concerted fashion. Our Division program reviews do not include any component related to multicultural competence in either the self-study portion or the committee review. To quote Sam Cochran, University Counseling Service Director, in some cases where good things are occurring “our practice is ahead of our documentation” so we lack cohesive evidence about what works and works well. Several Directors noted that just the process of completing the checklist was positive, eye opening, and a step in the right direction.

Below are the results of the MOD Checklist in summary:

Item	Met (% of checklists with this category selected)	Unmet	In progress	NA or unknown
Your department is responsive to the needs of a diverse student population.	100%	--	15%	--
All publications from your department, including the student handbook, office brochures, flyers, web pages, resource guides, and announcements, are multiculturally sensitive in use of language, photographs, and illustrations.	92%	--	15%	--
Your department reflects on practices and policies to assure that they are inclusive of all.	92%	8%	15%	--
Your department reflects on programs and services to assure that they are inclusive of all.	85%	15%	15%	--
Women, persons of color, and members of underrepresented populations are in positions of leadership within your departments.	77%	--	39%	--
My department contributes to a warm, supportive, mutually respectful, and inclusive environment for all students.	77%	--	39%	--
All offices and spaces used by professionals in your department are physically accessible.	77%	23%	8%	--
Artwork, posters, and other visual displays in your department reflect an appreciation for diversity.	77%	15%	23%	--
Multicultural competencies (i.e., attitudes, knowledge, skills) are a hiring criterion for student services professionals within your department.	77%	15%	8%	--
Professionals within your department collaborate with faculty and others to advocate for a positive campus climate with regard to diversity.	77%	8%	15%	--

Item	Met	Unmet	In progress	NA or unknown
Student services professionals actively assist the institution in efforts to recruit and retain a diverse student population.	70%	8%	15%	23%
Professionals within your department value and advocate for diversity and multiculturalism on campus as a part of their role and function.	70%	8%	23%	8%
Financial and administrative support is available for student services professionals to engage in scholarly activities pertaining to multicultural issues within your department.	69%	23%	8%	15%
Women, persons of color, and other underrepresented populations are actively recruited for positions within your department.	69%	15%	8%	8%
Interns and practicum students within your department are exposed to a diverse client population.	69%	--	15%	15%
The mission, philosophy, and goals of your department clearly address issues of diversity and multiculturalism.	69%	31%	8%	--
Performance appraisals in your department include a review of individual staff member contributions to creating a multicultural organization.	69%	23%	15%	--
All staff within your department possess multicultural competencies appropriate for their role and function.	69%	8%	39%	--
Student services professionals in your department supervising interns and practicum students are knowledgeable about multicultural aspects of supervision.	69%	15%	15%	8%
Student services professionals within your department are knowledgeable about the standards of ethical practice with regard to multiculturalism within their particular discipline.	62%	--	23%	15%
The mission, philosophy, and goals of the Division of Student Services clearly address issues of diversity and multiculturalism.	62%	8%	15%	23%
The chief student affairs officer is a vocal advocate for diversity and multiculturalism within the Division of Student Services.	62%	8%	8%	39%
Financial and administrative support is available within your department for professional development opportunities with regard to multiculturalism (e.g., inviting trainers to campus, attendance at conferences, off-campus training, etc.).	62%	31%	23%	--
Professionals within your department engage in research, writing, or professional presentations on multicultural issues.	54%	8%	15%	31%

Item	Met	Unmet	In progress	NA or unknown
Staffing patterns within your department reflect campus demographics and diversity.	54%	15%	23%	15%
Student services professionals within your department take responsibility for continuously developing and enhancing their multicultural competencies by remaining current on the professional literature and by availing themselves of training opportunities.	46%	39%	15%	8%
Your department provides systematic ongoing training regarding the development of multicultural competencies (i.e., attitudes, knowledge, and skills).	39%	39%	39%	--
Internship or practicum evaluations within your department include an appraisal of multicultural competency.	39%	31%	23%	15%
Professionals designated to provide multicultural competency training within your department are fully competent to do so.	39%	23%	31%	8%
The effectiveness of multicultural programs, strategies, and interventions from your department is systematically evaluated.	39%	39%	39%	--
Individual and systemic barriers to creating a multicultural organization within your department are assessed.	31%	46%	46%	--
Internships and practica offered within your department specifically include training in multicultural competencies.	31%	39%	23%	15%
Interns and practicum students within your department are specifically trained in multicultural aspects of ethical professional practice.	31%	39%	15%	23%
Review of multicultural competency training and education literature regarding effective training models informs multicultural competency training within your department.	31%	39%	46%	8%
Systemic evaluations of your department include a multicultural component.	31%	54%	31%	--
Student services professionals in the Division of Student Services are knowledgeable about the specific multicultural competencies (if any) that have been delineated for their particular discipline.	15%	23%	39%	23%
Support staff in the Division of Student Services, including office managers, clerical staff, graduate assistants, and student workers, are systematically trained in multicultural awareness.	15%	39%	23%	23%
Departmental goals within the Division of Student Services are examined and evaluated annually with regard to multiculturalism.	15%	31%	15%	15%

Notes: Departments could choose more than one answer (e.g., "Met" and "In progress").

## ***Learning Outcomes and Assessment Plan***

In order to develop an effective framework of learning outcomes for multicultural competence training in the Division, we spent time reading, reflecting on, and discussing our overall goal, our assumptions, and our understanding of the dimensions of multiculturally competent practice within Student Services. Our work in this area affirmed our initial impressions that becoming a more multicultural competent person and professional is a process that requires introspection, exposure to difference, and work with both the heart and the head. Pope's work in this area (Multicultural Competence in Student Affairs) as well as additional information from Assessment of Competency Benchmarks Work Group convened by the APA Board of Educational Affairs informed our list of outcomes, especially their organization in terms of multicultural awareness, multicultural knowledge, and multicultural skills. Pope defines these categories as such:

***Multicultural Awareness*** constitutes those values, attitudes, and assumptions essential to working with students who are culturally different from a particular student affairs professional. *Self-awareness...is a significant aspect of multicultural awareness.*

***Multicultural Knowledge*** consists of the content knowledge about various cultural groups that is typically not taught in many preparation programs...*If an individual's awareness and relationship to [one's] cultural group is not explored, content knowledge by itself may perpetuate a cookbook or stereotypical approach...*

***Multicultural Skills*** consist of those behaviors that allow us to effectively apply the multicultural awareness and knowledge we have internalized. *Central to those skills is the ability to communicate across cultures...Without a foundation of multicultural awareness and knowledge, it is difficult to make culturally sensitive and appropriate interventions. (Pope, et al., pp. 14-15)*

## Multicultural Competence Work Group – Learning Outcomes

**Overall goal:** To create a mutually respectful, supportive, inclusive, and growth-promoting environment throughout the Division of Student Services for all students, staff, and faculty.

### Assumptions:

- Multicultural competence is evidenced by the ability of an individual to interact and communicate effectively with others around all aspects of difference.
- The development of multicultural competence is a lifelong process, which includes acquisition of knowledge, growth in attitudes, and development of specific skills.
- Individuals start at different places in terms of their multicultural competence. Because we view the process as lifelong, individual development and movement toward competence are valued, rather than the same end result for everyone.
- An awareness of self is paramount to the ability to engage competently with others around difference.
- Growth may involve discomfort. Experiencing difference stimulates the affective aspects of multiculturalism which is important in expanding our view of multiculturalism beyond the cognitive.
- The journey toward multicultural competence will generally involve making “mistakes” – fear of saying the wrong thing is often a roadblock to growth. Consequently, our goal will be to engage staff members in experiences that allow them to take risks genuinely and respectfully while receiving and accepting feedback.

### Aspects of Multicultural Growth:

Our learning outcomes are best understood in the context of “first-order” and “second-order” change. According to Pope, multicultural interventions designed to elicit first-order individual change are centered on the broad category of awareness and may include such things as workshops or seminars that are primarily content-oriented. Second-order individual change interventions are more focused on stimulating synthesis and reflection and producing a paradigm shift. Second-order interventions, such as WRAC’s Diversity Dialogue series, are more sustained, process-oriented, and designed to challenge underlying assumptions. Both first-order and second-order training opportunities should be included in a menu of opportunities to accommodate varied needs and stages of development.



## Learning Outcomes:

As a result of multicultural competence experiences, staff in the Division of Student Services will be able to:

### (Knowledge)

- Identify and openly discuss cultural and identity differences\*
- Explain the basic aspects of privilege, power, diverse cultures, and oppression
- List the ways that cultural and identity differences affect verbal and nonverbal communication
- Explain how cultural and identity differences\* affect individuals, their experiences and perceptions
- Differentiate between intention and effect with respect to one's own behavior
- Articulate how institutional barriers may limit student success
- Describe key aspects of how systems (e.g., organizations) change and how systems can reinforce or impede change

### (Awareness)

- Explain how their own experiences and unique characteristics impact their perception and how these can serve as a starting point for valuing the experiences/characteristics of others
- Describe how learning about cultural and identity difference is necessary to developing multicultural competence
- Articulate how cultural and identity differences function as assets to individuals and communities
- Explain why risks are necessary and important for personal and professional growth

### (Skills)

- Demonstrate an ability to communicate respectfully across all aspects of cultural and identity difference
- Apply knowledge of multiculturalism to make Division programs, services, and interventions more inclusive
- Engage in effective self-assessment of their own multicultural knowledge, awareness, and skills, (includes self-reflection and external feedback)
- Empathize and genuinely connect with individuals different from themselves
- Apply information in order to make appropriate referrals for students in need
- Demonstrate a willingness to take risks with regard to their growth in multicultural competence
- Commit to fostering multicultural growth with colleagues and students

\*Cultural and identity differences includes gender, gender identity, veteran status, creed, class, race, ethnicity, language, nationality, sexual orientation, age, religion or spirituality, disability, and ability.

**Assessment of Learning Outcomes and Interventions:**

How will we know if our organizations, or the individuals within it, are developing multicultural competence? At the systems level, the completion of the MOD Checklist provides some baseline data for us. Repeating this or other measures over time can provide us with information on growth. In addition, there are models that can assist us in monitoring the implementation of interventions at the individual, group, and institutional (Division) levels. Pope’s Multicultural Change Intervention Matrix (MCIM) categorizes interventions as first-order (more basic) or second-order (more advanced). This may be useful in assessing the range and complexity of interventions over time and at various levels:

**Multicultural Change Intervention Matrix (MCIM)**

Target of Change	Type of Change	
	First-Order Change	Second-Order Change
<b>Individual</b>	A. Awareness	B. Paradigm Shift
<b>Group</b>	C. Membership	D. Restructuring
<b>Institutional</b>	E. Programmatic	F. Systemic

Division training should be aimed at addressing one or more of the learning outcomes we have identified. Assessing outcomes related to individual interventions should be matched to the goals of first-order (knowledge, awareness) change vs. second-order (reflection, cognitive restructuring) change. For example, programs aimed at knowledge change will include direct measures that require a demonstration of knowledge gain. Programs aimed at second-order change, should include, at a minimum, measures that elicit ‘articulated learning’ – “What did I learn?” “How did I learn it?” “Why is it important?” “In what ways will I use the learning?”

There are few validated instruments for assessing individual-level multicultural competence. The primary instrument used within Student Affairs is the Multicultural Competence in Student Affairs –P2, which has been used in a number of studies. We have requested a copy of this instrument from the authors. The instrument may be appropriate for use in some areas with the Division.

The Multicultural Organization Development Checklist can be used as an organizational assessment tool if used cyclically and tied to departmental goals. Directors could be asked to complete the checklist periodically and to identify specific action areas based on unmet items.

An agreed upon single item or two could be developed to be used in departmental user surveys in order to gather comparable data across the Division about how students perceive the inclusiveness of our programs and services.

The Director of Assessment and Strategic Initiatives will develop specific assessment instruments and plans for selected programmatic interventions.

Consideration should be given to 360-degree evaluations and professional development plans, with a multicultural competence component, for professional staff members across the Division.

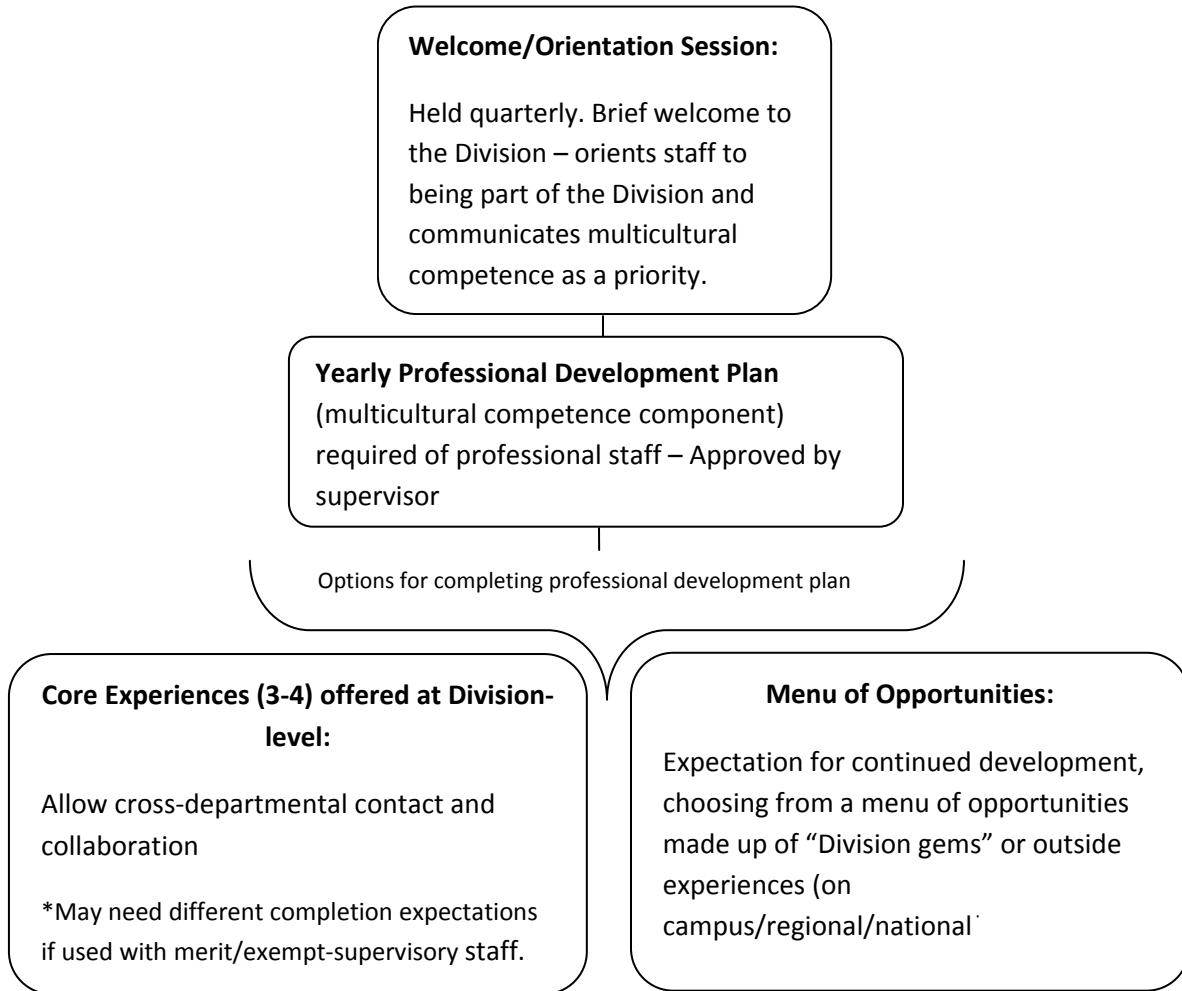
***Recommendations to address areas for growth:***

- Create a Division-level one session quarterly Orientation that welcomes new employees, including interns/practicum students/graduate assistants, and **specifically use this venue to communicate multicultural competency as a core value and strategic priority of the Division.**
- Use the learning outcomes to create a set of 3-4 core multicultural experiences, already assessed as effective and/or anchored in literature, offered on a regular rotation at the Division-level. These should include first-order (content-based) and second-order (reflection-based) experiences.
- Implement an expectation that professional employees complete a yearly professional development plan around multicultural competence. The plan should be approved by their supervisor and may include completing the core experiences or taking advantage of a menu of opportunities within or outside the Division, in addition to regional or national experiences. There may be opportunities for us to collaborate in extending educational experiences for our staff members. For example, the Student Success Team will be piloting models on multicultural competence development for faculty/staff over the next year or so. In addition, there are opportunities such as the Global Certificate through the Office of International Students and Scholars. We recognize that there may be different human resources requirements and policies regarding educational requirements for merit/merit-supervisory-exempt staff members. These would need to be explored. Certainly we see benefit in providing developmental opportunities for all Division employees in this area.
- Use Strategic Initiative Pool funds to direct money toward department or Division-level interventions that directly tie to our identified learning outcomes, have evidence to support success, and include adequate assessment.
- Incorporate an assessment of multicultural competence (the MOD checklist, for instance) into the program review process. Include specific questions within the review process and self-study protocol to gather information about multicultural competence.
- Consider a timeline for repeating the MOD Checklist as a measure of departmental/organizational change. Ask Directors to include action-items related to their Audit Checklists in their yearly goals.

- Designate a point person and/or committee to coordinate multicultural competence training efforts at the Division-level. A collaborative committee similar to our Work Group may be a beneficial approach to aligning Division talents toward this strategic priority. The committee's charge would be to design and deliver the 2-3 core multicultural experiences at the Division-level, as well as to assess outcomes related to those experiences. Additional training may be needed to support committee members in this work.
- Encourage departments to revise common forms to make them gender neutral or inclusive of transgender.
- An educational session including a review of suggested language for interviewing questions to assess multicultural competency could be useful to some departments. Departments (UCS, Housing, WRAC) that do a particularly good job with this and could be asked to lead the session. Redistribute EOD's resource on this topic: <http://www.uiowa.edu/~eod/searches/manual/PDF/diversity-assessment.pdf>
- Consider ways to help supervisors do more to assess multicultural competence in the context of job performance.
- Make inaccessible spaces accessible; if needed, create a priority list based on high-use/high-need spaces.
- Improve signage and way-finding for Student Disability Services.
- Although it was not directly related to our charge, a common theme across our interviews was a desire for more opportunities for Student Services Division employees to interact more frequently to break down silos. We endorse the Town Meeting concept.

## **Conclusion**

Creating a framework to support our development as a multiculturally competent organization will take time, effort, and commitment. Our basic recommendation for a framework includes:



We were heartened by the committed, positive reaction of the Directors and staff we interviewed with regard to this endeavor. Of course, we recognize that our recommendations, if implemented, will require significant commitment and coordination, but we think they are worthy of both. Committing to organizational change on this level will necessitate time away from direct service – this can result in loss of revenue in some operations, or more wait time for patients or clients in others. We feel, however, the outcomes of the commitment will richly benefit our students and ourselves.

*“Transforming an institution truly happens from the inside out, as leaders anchor change in their own behavior and mirror the diversity commitment to the campus through their words and deeds.”*

*-Now is the Time*

## Appendix B: Interview Protocol

Recreational Services – Mark Harris and Linda Kroon

Student Disability Services – Sarah Hansen and David Grady

Women’s Resource and Action Center – Michelle Cohenour and Sarah Hansen

Student Health Service – Brad Brunick and Michelle Cohenour

Student Counseling Service – Rebecca Chackalackal and Katherine Betts

University Life Centers – Linda Kroon and Brad Brunick

University Housing – Cathy (Lauinger) Robinson and Mark Harris

Student Judicial Programs – Cathy Robinson and Michelle Cohenour

### Multicultural Organization Development Checklist Follow-Up Interview

3. Thank them for completing the checklist and for taking time to meet with our Work Group.
4. Provide background (from the charge) as to our goals:
  - a. Creating a framework for supporting Division staff in developing multicultural competence
  - b. Using information from the Division audit to establish baselines, areas for growth, and strengths. This will allow us to best target training, education, and support.
  - c. Definition of multiculturalism/diversity (from checklist)
5. Use a copy of their completed checklist to discuss the following – one person in the pair should be charged with taking detailed notes:
  - a. What process did you use for completing the checklist?
  - b. What was your overall reaction to the checklist and the process of answering the questions?
  - c. What particular areas do you view as areas for growth for your department and why?
  - d. What particular areas do you view as strengths for your department and why?
  - e. What would your department need to “move” your “no” answers on the checklist to “yes”? examples: training, resources, etc.
  - f. Are there things the checklist didn’t ask about that you think should be included in completing a thorough audit? If so, what?
6. Physical audit? Should we take a brief tour of the public areas (e.g., waiting areas, etc.) to look at issues of accessibility, materials with diverse appeal, etc.?
7. Questions – Answer any questions they may have.
8. Thank them and let them know that we’ll be submitting a summary of our interviews and checklists to Vice President Rocklin the beginning of November.

## Appendix C

### Citations:

Grieger, I. (1996). A multicultural organizational development checklist for student affairs. *Journal of College Student Development, 37*, 561–573.

*Now is the Time: Meeting the Challenge of a Diverse Academy*. A report of the American Association of State Colleges and Universities & National Association of State Universities and Land-Grant Colleges, 2005.

Pope RL, Reynolds AL, and Mueller JA. (2004). Multicultural Competence in Student Affairs. San Francisco: Jossey-Bass.

“Core Competencies for Professional Psychology”, Assessment of Competency Work Group convened by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils (CCTC). June, 2007.